

The Ickniel Primary School

Behaviour Policy



The Ickniel Primary School Behaviour Policy			
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Governor approval	Spring 2025	Website (public)	Yes
Staff/ governor responsible	Headteacher	Date first approved	Spring 2024

Behaviour Policy

“Why crush behaviours with punishment when you can grow them with love?
Visible consistency with visible kindness allows exceptional behaviour to flourish.”

Paul Dix, When Adults change, Everything changes (2017)

Aims and principles

The aim of this policy is to set out the way in which we will support children to behave in a responsible, kind and sociable manner. It applies to all children and all adults in the school. The core aim of our approach is that pupils take growing responsibility for their learning and behaviour.

We will ensure that:

- all children and adults in the school have a clear understanding of the behaviour procedures
- the procedures are followed by everyone consistently and promptly
- children always understand the impact of their behaviour, positively or negatively, on others and why they are receiving a reward or consequence
- the adults in our school show children that they are valued, important and belong

These are our **3 Golden Rules** that underpin this behaviour policy:

We:

- are respectful, truthful and hardworking
- keep hands and feet to ourselves
- look after people and property

These expectations will be made explicit in the following ways:

- At the beginning of each term by the class teacher to their class
- In a school display, in the entrance corridor
- In classrooms, through a notice on the wall
- Through assemblies
- Through daily interactions between adults and children
- In the school prospectus
- On the school website

How this policy supports the school's vision

Our vision:

At The Icknield Primary School our vision is to build a community of a collaboration where diversity is valued and everyone is encouraged to speak in the knowledge that they are listened to. Through education we aim to unlock a brighter future, broaden horizons and show our children that the world is theirs to explore. In doing so, we enable everyone to be ambitious for a lifetime of learning. We expect our children to be ready; to be respectful and to be safe. Everyone is valued here and there is opportunity for all. We recognise that all parents are ambitious for their children, and we help them realise that ambition so that we thrive and achieve together.

At the heart of everything we do are the children. We are a caring and inclusive community, and we live and work by the Icknield values of being:

Ambitious
Caring
Creative
Honest
Inclusive
Resilient
Unique

This policy is based on current thinking and research, the Cambridgeshire Therapeutic Thinking and Paul Dix's work on behaviour management. Happy children are in the right frame of mind to learn and be challenged and are able to thrive. This policy enables the children to work in a safe and secure environment where all children and staff are valued.

Equality and inclusion statement

We will ensure that our practices and procedures are adapted to suit children and families with all protected characteristics. This will involve adapting practices to be appropriate for children with different cultures and educational, physical or emotional needs. Such adaptations will be made on a case by case basis in consultation with families and external experts where necessary, and in the interests of the safety and well-being of all children. Wherever possible, we will take measures to pre-empt possible conflicts of interest, for example, by setting up individual behaviour plans and arranging additional staff training.

Prosocial Behaviour

Prosocial Behaviour is behaviour which is positive, caring, helpful and values social acceptance. We believe that prosocial behaviour needs to be taught and greatly valued.

Teaching Prosocial Behaviour

Long term behavioural change comes from developing internal discipline. We believe that children learn how to make positive behaviour choices through;

- Positive relationships with adults and peers
- Positive role models, patterning and copying
- Positive phrasing and reminding
- Scripts and routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement

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- Comfort and forgiveness
- Providing children with the emotional language to discuss their feelings

Additional strategies for staff include:

- All staff to focus on the positive rather than the negative
- Be proactive when dealing with behaviour, rather than reactive
- PIP and RIP – praise in public, reprimand in private to avoid public humiliation
- Acknowledge children's feelings
- Scanning the classroom
- Maintaining regular scanning of the children in your class, so you can see when they are off task or a situation is developing
- Be prepared – clear routines for transition. Have resources ready to reduce waiting times
- In the playground, staff on duty should position themselves appropriately on the playground or field, walking around the area, interacting with children, monitoring their behaviour and developing situations
- Staff must not stand together chatting. Children are less likely to misbehave if they know staff are vigilant.
- If a child approaches a member of staff to complain about the behaviour of another child, they must always be listened to and appropriate action must be taken. Staff should support children in resolving disputes where possible, e.g. if a child reports that 'Child X' has been unkind to them, the child should be supported in telling 'Child X' how they are feeling and how things could be improved.
- Staff will address children in a calm, quiet voice
- Staff to raise their hand to signal to all children to stop, look and listen

Praise reward and Celebration

Learners should develop the understanding that prosocial behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by:

1. Praise and positive feedback from all adults and peers. This includes direct specific praise e.g. 'Great listening Bob. Well done!', indirect specific praise, e.g. 'Mrs Bloggs, have you noticed how well Bob/this group is listening today?', anonymous praise 'There is a group who have worked brilliantly all morning. Fantastic work. That group has just earned the class 5 minutes extra playtime.
2. Children to be provided with stickers
3. Children to be given a special job or responsibility
4. Rewarding of House points. House points will be given for good work and attitude and charted in class. The House whose members earn the most house points each week will win the House Cup. The House points for each house will be counted up each Thursday afternoon and passed to the Headteacher to be read out in the Friday morning 'celebration assembly'.
5. Sharing good work with other classes, teachers, Deputy Head, or Headteacher. Good work and achievements being displayed around school, on the school website and on Facebook.
6. Giving positive feedback to parents/carers at the end of the day or over the phone.
7. Marbles for whole class good conduct where pupils work together to earn a reward when the jar is full. A full jar equates to 50 marbles.

We recognise that all of our children need recognition for their prosocial behaviour. Children who are always demonstrating prosocial behaviour should be noticed, as should those who are working hard to

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improve their behaviour and attitude. It is the responsibility of the class teacher to ensure that all of their children receive equal recognition for remembering the Golden Rules and for 'over and above' behaviour.

In this policy we are defining 'reward' as a desirable object or experience given to celebrate outcomes already achieved.

Supporting all learners to maintain prosocial behaviour

Some children will require differentiation or reasonable adjustments to enable them to maintain prosocial behaviour. These will be based on the needs of the children but may include:

1. Arriving in class prior to the other children to have a quieter environment to enter
2. Sitting in a specific space of their own or in a different way
3. Being met and greeted on arrival by a member of staff
4. Movement breaks
5. Time to talk 1 – 1 with staff

Reminders and Redirection

Some children will require a reminder or redirection to maintain prosocial behaviour; the adult will select a strategy appropriate to the situation. These may include:

1. Proximity praise – praising the children who are near to the child for their prosocial behaviour which encourages the child to copy their behaviour.
2. Quiet, non-verbal reminder, e.g. a look or a sign, e.g. a finger to lips to indicate non-talking time
3. Quiet, verbal reminder using positive phrasing, e.g. 'smart sitting.....thank you'
4. Quiet, verbal reminder of the relevant rule or routine, e.g. 'Remember our rule for safe scissors?.....Thank you'
5. Quiet verbal reminder of a recent example of prosocial behaviour
6. Moving a child to sit closer to an adult
7. An adult moving to sit closer to the child
8. An adult engaging with the child about their current activity/piece of work – identifying positive features, e.g. 'Lets look at what you have done so far...'

Anti-social Behaviour

Anti-social behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment.

Staff will initially use the strategies detailed above to encourage prosocial behaviour, however there will be times when children need additional support to learn about their anti-social behaviour through the use of consequences.

Consequences

Consequences will be derived through logic and naturally follow an action. Children will experience consequences for their anti-social actions. We will use two types of consequences, 'Protective' and 'Educational'. Both of these create a number of strategies within them to teach prosocial behaviours to our children, whilst keeping them in a safe learning environment. Certain anti-social behaviour incidents may not require a protective consequence but there must always be an educational consequence.

Detailed below are some examples of the two types of consequences:

Protective consequences (removal of a freedom to manage risk of harm):

- Increased staff ratio e.g. specific supervision of a child in the playground
- Limited access to an area of the school
- Escorted in social situations e.g. to lunch
- Differentiated teaching space
- Suspension or Permanent Exclusion

Educational Consequences (this learning, rehearsing, or teaching is necessary to enable the child to move forward in a positive way)

- Completing tasks – Children may need to miss their break or lunch time (with a staff member from their class or from SLT) to catch up on work they have not completed due to their behaviour choices
 - Rehearsing
 - Assisting with repairs
 - Educational opportunities e.g. research
 - Whole class/Small group PSHE lessons on specific topics
 - Restorative conversations and meetings
- Reflection time: It may be necessary for learners to have a reflection time with a member of staff in order to complete the Reflect, Repair and Restore process (see below)

An SLT member will intervene as needed, agreeing appropriate consequences after considering the roots of the behaviour, the reflect, repair, restore process, whether the behaviour was a conscious or subconscious choice, the seriousness of the behaviour and any history of such behaviours.

Appendix A details specific behaviours and responses, although is not an exhaustive list.

Adults' responses to anti-social behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Cambridgeshire Therapeutic Thinking 'A Guide for Parents' outlines the use of 'PACE' in interactions with children, routinely used as part of school practice.

'PACE'

Playful (spontaneous and fun) – “Can I join in?”, “Let’s skip or dance”, “What game can we play?”

Acceptance (unconditional and positive) – “You are loved, no matter what”

Curiosity (be curious for them) – “I wonder...”, “Tell me about that...”

Empathy (Listen until they stop) – “I can help you with those feelings”, “No wonder you’re upset, that must have been hard”

- Positive phrasing e.g. “Stand next to me”, “Put the toy on the table”, “Walk beside me”
- Limited choice e.g. “Put the pen on the table, or in the box”, “When we are inside, lego or drawing”, “Talk to me here or in the courtyard”
- Disempowering the behaviour e.g. tactical ignoring “You can listen from there”, “Come and find me when you come back”, “Come down in your own time”
- Use of de-escalation script e.g. use the persons name – “David” acknowledge their right to their feelings, “I can see something is wrong”, tell them why you are there “I am here to help”. Offer

help “Talk to me and I will listen”. Offer a ‘get-out’ (positive phrasing) – “Come with me and....”

Behaviour Curriculum

In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction from Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term).

Adaptations

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils’ ages and may be applied differently depending on individual pupils’ SEND needs. Sensitivity must be applied at all times when teaching the curriculum. The school Behaviour Curriculum is a separate document and can be found in the Behaviour section of the school website.

Physical Intervention

There are situations when physical intervention may be necessary. Staff are trained by Cambridgeshire Therapeutic Thinking trainers in how to safely use physical intervention. Staff are instructed to be aware of the child’s age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include:

- To comfort a pupil in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes)
- To gently direct a person
- For activity reasons (Drama, physical games)
- To avert danger to the child, other people or significant damage to property

Reflect, repair and restore (after a crisis)

- Once the child is calm, relaxed and reflective, the experience can be revisited with an adult.
- The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings.
- The adult may ask the child questions to:
 - Explore what happened? (tell the story)
 - Explore what people were thinking and feeling at the time?
 - Explore who has been affected and how?
 - Explore how we can repair relationships?
 - Summarise what we have learnt so we are able to respond differently next time?

Personal Behaviour Plans

Pupils whose behaviour needs additional support may require a personal behaviour plan. These may be a 'A Graduated Approach (see **Appendix E**) or if they place themselves and/or others at a risk of harm they will have individual risk reduction plans (see **Appendix D**). These are overseen by the Headteacher, Deputy Headteacher and SENDCO to ensure that they are reviewed and updated in order to reflect changes and progress. Learners who require a risk reduction plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

A plan will:

- Be informed by a series of reflective documentation, following the Cambridgeshire Therapeutic Thinking.
- Be based on analysis of the child's behaviour using the tools of subconscious or conscious behaviour analysis (see **Appendix A**), anxiety mapping (see **Appendix G**) and the Therapeutic Tree proforma (see **Appendix H**). These will enable staff to establish the times/ places/ lessons that give the learner greater anxiety and triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Recording, Reporting and Communication

Behaviour that is dealt with by SLT or causes concern should be recorded on the class behaviour log. Safeguarding recognition of 'child on child abuse' is routinely recorded on My Concern.

Staff including Midday supervisors must communicate playground behaviour issues with the children's class teachers.

Information about behaviour could be shared with other professionals, e.g. SENDs, Family workers after parental consent is acquired.

Communication with Parents/Carers

Parents are regularly informed of prosocial behaviour examples through teacher/parent dialogues, assembly certificates shared. Parents will be informed if ongoing poor behaviour affects the learning of the pupil themselves or their peers. They will also be informed if there is a breach of safety to others. In the case of behaviour that is dealt with by class teachers, they must inform parents what has happened, and what consequences will be put in place. They may also discuss future actions to support behaviour, for example seeking support from outside agencies, interventions or personal behaviour plans.

They should not name other children involved. This conversation could be face to face in the classroom or on the telephone. Other parents must not be within earshot.

SLT will inform parents when they are dealing with the behaviour. This may be alongside the class teachers. Conversations with parents regarding behaviour.

Class teachers will also ensure that at times they will give positive feedback to parents/carers at the end of the day or over the phone.

Suspension or Permanent Exclusion

Serious incidents may result in a suspension (The term suspension is a reference to what is described in the legislation as an exclusion for a fixed period) or permanent exclusion. These decisions are not to be made lightly and the school follows the principles and procedures shared in the DFE document https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Anglian Learning guidance is also used to support this process. Parents are informed of the decision and reasons for the suspension or permanent exclusion. A re-integration meeting is held with the parents and child on their return to school after a suspension.

Bullying

Incidents of bullying or alleged bullying will be dealt with according to the anti-bullying policy.

Complaints

Parents who have complaints about the way incidents are dealt with should be encouraged to use the complaints procedure.

Monitoring

Behaviour Management, including recording of incidents will be monitored and analysed by SLT and Governors.

The core aim of our approach to Behaviour is developing relationships with pupils taking growing responsibility for their learning and behaviour.

Guidance on Searching and Confiscation

Following the publication of the [Safeguarding Practice Review](#) report on the case of child Q, the DFE reviewed and updated its guidance on [searching, screening and confiscation](#) from September 2022. The updated DFE guidance places a greater emphasis on our safeguarding duty which means that there is a need to balance:

- The need to safeguard all pupils by confiscating harmful, illegal, or disruptive items
- The safeguarding needs and wellbeing of pupils suspected of possessing these items

The 'best interests' of the child should always be the primary consideration

[Keeping Children Safe in Education](#) (KCSIE) sets out the statutory duty of all staff to make sure that they make decisions in the best interests of the child. This applies to decisions to search pupils and confiscate items.

We should also be vigilant about possible biases affecting the decision to search a pupil.

We should also consider that all pupils have a right to expect a reasonable level of personal privacy, under [Article 8](#) of the European Convention on Human Rights. Any 'interference' with this right by your school must be justified and proportionate.

We should be aware that a search could infringe upon a pupil's wellbeing and rights in several different ways. For example:

- Loss of privacy when clothes, bags or possessions are searched
- Loss of a sense of security, if they feel they are being monitored and searched without reason
- Impact on a pupil's dignity or reputation if they are searched or suspected of possessing prohibited items

Treat confiscations as a safeguarding issue

Young people in possession of drugs, alcohol or weapons should be considered vulnerable and at risk of exploitation. Paragraph 20 of [KCSIE](#) highlights the need to be alert to the potential risks of children who are:

- Showing signs of being drawn in to anti-social or criminal behaviour
- In challenging family circumstances, such as drug and alcohol misuse
- Misusing drugs or alcohol themselves

A search can play a vital role in identifying pupils who may benefit from additional support in school, a referral to an outside agency or to children's social care. The DSL will be informed of any searches that we believe reveal a safeguarding risk, or where we have reasonable grounds to suspect that a pupil was in possession of a prohibited item.

Who can carry out a search?

Common law allows any staff member to conduct a search with the pupil's permission.

A search can be carried out if:

- The pupil agrees to the search, **or**
- The authorised staff member has 'reasonable grounds' to suspect that the pupil may have a prohibited or banned item.

Under law:

- The person carrying out the search **must** be the same sex as the pupil being searched
- There **must** be another member of staff present as a witness to the search

The only exception to this is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available

The member of staff witnessing the search must also be the same sex as the pupil being searched **if** this is reasonably practicable.

When an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept.

What you can search for:

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Authorised staff members can search a pupil for:

- Any items with the pupil's informed consent
- Prohibited or banned items, with or without the pupil's consent

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury (including the pupil) or damage to property

This list is set out in [The Education Act 1996](#) and paragraph 3 of the DfE's guidance on searching, screening and confiscation.

Carrying out a search

Before carrying out a search

The authorised staff member should:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff
- Explain to the pupil why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it
- Always seek the pupil's cooperation

If a pupil refuses to cooperate:

In this case, the authorised member of staff should first consider why this is, and act proportionally. It may be that the pupil:

- Is in possession of a prohibited or banned item
- Doesn't understand your instructions or what a search will involve
- Has had a previous distressing experience of being searched

If the pupil still refuses to cooperate:

- It may be appropriate to sanction them in line with the school's behaviour policy
- If the search is not needed urgently, seek advice from the Headteacher, DSL or Deputy Headteacher. During this time, the pupil should be supervised somewhere away from other pupils
- Assess whether it's necessary to use reasonable force to conduct the search. Consider whether this would prevent the pupil from harming themselves or others, damaging property or causing disorder. **Reasonable force can only be used to search for prohibited items.**

Searching a pupil's clothes

Search the pupil in an appropriate location that offers privacy from other pupils.

Authorised staff can search a pupil's pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes:

- Hats
- Scarves
- Shoes or boots

Students **must not be asked** to take off any further items of clothing.

It is important that we are sensitive to whether a pupil is wearing outer clothing for religious reasons when you conduct a search. For example, a female pupil should not be asked to remove a headscarf she's wearing for religious reasons if the witness is male.

Searching a pupil's possessions

Authorised staff can search desks and bags in the presence of the pupil and another member of staff (except in cases where there's a risk of harm and where it's not reasonably practicable to summon another member of staff).

Only police can conduct a strip search

A record of all searches, whether or not any items were found, will be made on My Concern.

Confiscations

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is a prohibited or banned item
- Is evidence in relation to an offence

Searching and confiscating electronic devices

Authorised staff members may examine any data or files on an electronic device that they have confiscated, if they have good reason to do so. They should reasonably suspect that the device has (or could be used to):

- Cause harm
- Undermine the safe environment of the school or disrupt teaching
- Commit an offence

Appendix A

Responding to prosocial behaviour at The Icknield Primary School

The table below shows examples of how we encourage prosocial behaviours.

Prosocial behaviour	Typical Adult Responses
Walking in the corridor	“Thank you for walking” “Super walking”
Holding a door open for someone	“Thank you so much, you are so kind/polite”
Using manners, saying please and thank you	“You’re welcome” “Lovely manners”
Using good morning and good afternoon	Say “good morning” or “good afternoon” back and smile
Looking after another child who is sad or hurt	“Well done for helping your friend, you are so kind” “I’m sure they feel much better now”
Helping an adult to carry something or to pick something up	“Thank you so much for your help” “You are so helpful.”
Sitting respectfully in assemblies	“Thank you for your super sitting/listening” “I can see that you are listening carefully”
Playing respectfully, including following the rules of games	“Thank you for showing respect to each other like sports people do.”
Including everybody in games and activities	“Thank you for including everyone. You have made everyone feel important”

Antisocial behaviour at The Icknield Primary School

Anti-social behaviour	Protective/Educational Consequence	Record Keeping
Low level, minor irregular off task behaviour e.g. chatting, calling out, wandering around classroom, tapping pencils, making faces and gestures	Class teacher discussion – teacher discretion to inform parents.	None – if repeated log on weekly behaviour record
Low level, minor friendship issue/verbal/physical incident	Class teacher discussion – teacher discretion to inform parents PSHE lessons could focus on issues arising in the class	None - unless repeated log on weekly behaviour record
Child does not complete work in a lesson to expectation	The child will complete work with the class teacher at playtime. The child could work during lunchtime. They could be asked to continue work when class is doing something else. If the work is still not meeting expectations, it will be sent home to be completed.	None - unless repeated
Pupil not following adult instructions	Positive phrasing or Limited choice Completion of tasks in break/lunch Teacher discretion to inform parents, unless repeated.	None -unless repeated or a safety concern, log on weekly behaviour record
Unintentionally hurting someone's feelings/or hurting someone physically	Reflection with class teacher- Apology	If the teacher is noting a recurrence of this kind of event (e.g. 3 to 4 times in a half term)
Physical response in a game – e.g. pushing, hacking, tripping	Reflection with CT or SLT Protective consequence - miss one game Educational consequence - research rules of the game or reflect on an alternative response for next time the situation occurs	Record on behaviour log If occurs 3 x or more - pattern forming inform SLT and record on BehaviourLog.

	Restorative approach with others if needed - apology	
Not telling the truth	Discussion and reflection with class teacher on the importance of being honest	Record in behaviour log If it occurs 3 x or more -pattern forming inform SLT and record in Behaviour Log.
Taking property/food that does not belong to them	Reflection with class teacher – written /verbal apology. Parents informed	Record on behaviour log
Spoiling the work of a peer.	Repair the damage - e.g. rub out pencil marks, support the peer to fix any damage. Parents informed If reoccurring child will need to sit away from their peers	Record on behaviour If it occurs 3 x or more -pattern forming so inform SLT and record in Behaviour Log.
Refusing to go where asked or leaving the classroom without permission	Reflection with CT or SLT Parents informed	Record on behaviour log SLT informed
Use of swearing or rude or aggressive language.	Child sent to SLT or class teacher to de-escalate Reflection with SLT about swearing Parents informed by SLT	Record on behaviour log SLT informed
Intentionally, through anger or as a result of heightened anxiety/stress inappropriate physical response or hurting a peer.		Log on My Concern *In the case of perceived racist comment then policy is followed *In the case of perceived bullying then policy is followed.

<p>Breaking equipment, throwing objects to hurt someone, racism*, bullying*</p> <p>Inform SLT</p>	<p>Pupil is sent to member of SLT</p> <p>Structured play arrangements may be made; eg playtime is not with the class/whole school</p> <p>Restorative conversation to repair damage and restore relationships. Also to reflect on more appropriate responses.</p> <p>Repair of equipment where possible and appropriate</p> <p>Social story</p> <p>Possible internal exclusion with SLT</p> <p>Parents informed by SLT</p>	
<p>Repeated incidents of intentionally, through anger or as a result of heightened anxiety/stress, inappropriate physical response or hurting a peer.</p> <p>Use of swearing or rude or aggressive language.</p> <p>Breaking equipment throwing objects to hurt someone, racism*, bullying*, refusing to go where asked or leaving the classroom without permission</p> <p>*Inform SLT</p>	<p>Parents are informed and invited to meet with the class teacher/SLT.</p> <p>Class teacher to follow the Cambridgeshire Therapeutic Thinking “Behaviour flowchart” and complete Anxiety Mapping or the Therapeutic Tree with SLT/SEND Co</p> <p>Personal Behaviour Plan may be appropriate</p> <p>Possible EHCP procedure</p> <p>Possible internal exclusion with SLT</p> <p>Possible Fixed term exclusion</p> <p>Possible permanent exclusion may be considered</p> <p>Involvement of outside agencies</p>	<p>Log on My Concern</p> <p>*In the case of perceived racist comment then policy is followed</p> <p>*In the case of perceived bullying then policy is followed.</p> <p>Appropriate Cambridgeshire Therapeutic Thinking documentation and analysis completed.</p>

Consequences for difficult and dangerous behaviour

At The Icknield Primary School we have the following steps when dealing with negative behaviour:

EYFS

Teacher or TA to give attention to those who are showing positive behaviour and comment on this, as a motivator to make positive choices. Use this approach before reminder is issued.

1. Verbal reminder.	Teacher or TA to give reminder stating what the pupil should be doing using continuous verb, e.g. 'Feet on the floor thank you'.
2. Name on the log	Teacher or TA records the child's name on their class log. Reminder of school rules.
3. Time to think	Teacher or TA spends 3-5 minutes talking to the child, away from the activity they are doing. Refer to school rules and making positive choices. Child can have up to two 'Time to Think' am or pm.
4. Reflection time with another year group teacher.	Teacher or TA takes child to another year teacher for 5 minutes, for further 'reflection time'. Refer to school rules and making positive choices. Parents/carers informed.
5. Reflection time with SLT.	If a child continues to display negative behaviour or for more serious incidents, the TA takes pupil to SLT or radios for SLT. The child will have a conversation with member of SLT about making positives and complete a restorative activity, eg drawing a picture to make someone feel better or recording a 'sorry' message on a Talking Tin. Parents/carers informed.
6. Suspension (as a last resort or if serious incident occurs).	If behaviour continues to be unsafe or pupils continue to disrupt the learning of others, then a Fixed Term Suspension may be issued.
The child is expected to have Reflection Time/Time to think as soon as possible after the incident. Each session is a fresh start.	
Playground – during play time	Teacher or TA on duty - if a child shows negative behaviour, the teacher gives a reminder and follows the steps above. If the child needs to talk to an adult, they do so for 3-5 minutes, standing next to the teacher or TA to discuss making positive choices . If at the end of playtime, they have the discussion before the start of the next session.

KS1 and KS2

Teacher or TA to give attention to those who are showing positive behaviour and comment on this, as a motivator to make positive choices. Use this approach before reminder is issued.

1. Reminder given	Teacher or TA to give reminder, stating what the pupil should be doing using continuous verb, e.g. 'Feet on the floor thank you'
2. Name on the class behaviour log 'Joe – 1'	Teacher or TA to write name on class behaviour log. Remind pupil of school rules and encourage a change in behaviour.
3. Teacher or TA to write name on class behaviour log. Remind pupil of school rules and encourage a change in behaviour.	The child has a short, 3 – 5 minute conversation at break time, lunch time or end of the afternoon session, about making positive choices, for example: remembering to not call out, following adult's instructions etc.

<p>4. Name is boxed on log – ‘Reflection time’</p> <p>‘Joe – 3’</p>	<p>15 minutes break time OR 15 minutes lunch time reflection for ongoing low-level behaviour, for example, calling out, not following instructions, making noises, refusal to complete work, making rude comments to staff or peers.</p> <p>Lunch time reflection for the whole hour* with SLT for more serious behaviour, such as swearing, name calling and continual disruption that has already resulted in a break time reflection.</p> <p>Restorative conversation takes place during Reflection Time about making positive choices, e.g. such as being safe, following rules, etc. Pupil completes reflection sheet – this should be a learning experience. If finished, pupil can write out examples of being kind, safe and responsible.</p> <p>*Consider a shorter lunch time reflection for pupils with additional needs and a 5 minute physical break in a separate area of the playground/courtyard.</p> <p>Class teachers should be alerting SLT when there are 3 Reflections in a week, as parents will need to be contacted (see below)</p>
<p>5 Removal from class, ‘Internal Exclusion’ – child sent to work outside Head or Deputy Head’s office</p>	<p>Internal Exclusion</p> <p>Is for escalation in behaviour that has already had reflection time, or as immediate consequence for: continual swearing, racist language, homophobic language, physical violence, or deliberately being unsafe, e.g. throwing chairs or furniture</p> <p>Child will complete work outside of the Head or Deputy Head’s office. If this occurs close to the end of the day, the internal exclusion will take place the following morning.</p> <p>Parents/Carers are informed and this is recorded on the back of the class log.</p> <ul style="list-style-type: none"> • If internal before break time – the time needs to include their breaktime • If internal happens just before breaktime it goes up to lunch and child will eat lunch with SLT • If during/after breaktime the time will cover the rest of the morning session and includes their whole lunchtime • If during break/lunchtime – the time will cover all afternoon till the end of day • If at the end of the day, to be completed the next morning until the end of breaktime <p>Work to be completed needs to be independent – letter of apology</p> <p>If two internal exclusions in one week – child moves to behaviour log</p> <p>If a pupil has 4 or more internal exclusions within a term, consider bespoke timetable of being in and out of class/lunch/provision map.</p>
<p>5. Suspension (as a last resort or if a serious incident)</p>	<p>If behaviour continues to be unsafe or pupils continue to disrupt the learning of others, then a Fixed Term Suspension may be issued.</p>

<p>Further support</p> <p>Parents/carers are contacted when there have been 3 Reflection times in one week. Parents will be informed that any further Reflections will result in their child being put on an Individual log. Individual logs to be in place for a minimum of two weeks, with parent meetings to review the logs at the end of each week A Senior Leader will support class teachers with their parent meetings If individual logs are in place for more than 4 weeks, discussion with Senior Leader, class teacher and parents about next steps, which could be: Risk Management Plan; bespoke timetable which is combination of in class and internal exclusion or part-time time-table where child has some home learning in place. If behaviour persists, then referrals to external agencies such as SEND, MHST or Family Workers with take place.</p>	
<p>Pupils with additional needs</p> <p>Behaviour policy may need to be adapted – think about whether the steps above are appropriate, eg, you may have to have a quiet word with the child, rather than issuing a ‘public’ reminder Follow strategies/approaches in ILP or Risk Management Plan Raise any issues with SLT</p>	
<p>Playground – during playtime</p>	<p>Teacher/TA on duty – if a child shows negative behaviour, the adult gives a reminder and follows the steps above. If the child needs to talk to an adult, they do so for 5 minutes, standing next to the teacher to discuss making positive choices. If at the end of playtime, they have their 5 minute chat before the start of the next session – TA may need to do this.</p>

There are times when a child is not given reminders. This may be due to serious incident which is deemed unsafe, therefore, the child is recorded as needing to have Reflection Time either at break or lunchtime. Or if the incident takes place in the afternoon, they may have it the next day. However, it is important that all unsafe behaviour is addressed with a child on the same day it occurs.

The start of each session should be a fresh start for all children.

Lunchtimes

Lunchtime Reception – Year 6	
1. Reminder	Midday supervisors to give a reminder and make a note of the reminder in the book for the playground or classroom. TA to state what the pupil should be doing using continuous verb e.g. “Walking – thank you”
2. Name recorded in book	If Midday supervisors have to speak to the same child again during the same lunchtime, their name is underlined. This must be fed back to the teacher when they come to collect their class (TA if teacher is not available). Midday Supervisor to remind pupil of the school rules.
3. Serious incidents or if negative behaviour continues	The child should be taken to see a member of SLT who can talk to the child and decide on the consequences of their actions e.g. exclusion from the playground if they have continually been unsafe or sitting indoors completing a restorative activity, e.g. drawing a picture, writing a sorry card/recording a sorry message on Talking Tin.



Class Behaviour log

- 1. Name on log
- 2. Name underlined
- 3. Reflection time break/lunch (15 mins)
- 4. Reflection time whole lunch hour
- 5. Internal Exclusion
- 6. Fixed term suspension

CLASS: W/commencing: TERM:

	AM 1 st session	AM 2 nd session	BREAK	AM 3 rd session	LUNCH	PM 1 st session	PM 2 nd session
Monday							
Tuesday							
Weds							
Thursday							
Friday							

Details of behaviour

Date:	Type of consequence: <ul style="list-style-type: none"> - 5 mins - 15 mins RT - Lunch RT - Internal Exclusion 	Name of the child having Reflection time	Details: e.g. disruptive behaviour, unfinished work, physical aggression, verbal assault. Give details of other children involved and activity taking place at the time.



APPENDIX D – Class Behaviour log (EYFS)

Name: _____ Class: _____ Week commencing: _____ Term: _____

- | |
|---|
| <ol style="list-style-type: none"> 1. Name on log 2. Time to think with TA/Teacher 3. Time to think with another year group teacher 4. Time to think with SLT |
|---|

	Session 1	Session 2	Session 3	Break	Lunch	Session 4	Session 5
Monday							
Tuesday							
Weds							
Thursday							
Fri							

APPENDIX E – The Graduated Approach



Therapeutic Thinking Graduated Response

<p style="text-align: center;">Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teach pro-social behaviour. <input type="checkbox"/> Include within pupil induction. <input type="checkbox"/> Establish routines. <input type="checkbox"/> Staff role-model expectations. <input type="checkbox"/> Create positive relationships. <input type="checkbox"/> Use positive phrasing to communicate expectations.
<p style="text-align: center;">Targeted Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Analyse the dynamic using the inclusion circles. <input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
<p style="text-align: center;">Targeted Plus Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> <input type="checkbox"/> Function of behaviour <input type="checkbox"/> Health and wellbeing <input type="checkbox"/> Context <input type="checkbox"/> Cultural expectations <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Where further intervention is needed, move to Predict & Prevent.
<p style="text-align: center;">Specialist Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify any protective consequences needed. <input type="checkbox"/> Identify educational consequences needed. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis over a period of time. <input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without. <input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Review the plan regularly. <input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.
<p style="text-align: center;">Specialist Plus Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. <input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents. <input type="checkbox"/> Continue Assess, Plan, Do, Review cycles. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.

APPENDIX F – Subconscious and Conscious Behaviours and Checklists

Subconscious behaviours

Behaviours that choose us

- Behaviours that are evident without any thought or planning.
- Predominantly subconscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement.
- Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity. (Reference anxiety analysis.)
- Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.
- Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

Below is a checklist to explore whether the behaviour of an individual child or young person is **subconscious**.

Please use this checklist to analyse the behaviour and identify anxieties through *anxiety analysis* for overwhelming experiences and feelings, or over reliance on unavailable support through the *therapeutic tree*.

Subconscious behaviour analysis checklist

Question	Detail
Medical factors?	
Habitual factors?	
What is causing the sadness? <i>What are the associated feelings e.g. rejected, lonely, despondent</i>	
What is causing the anger? <i>What are the associated feelings e.g. frustrated, embattled, undermined</i>	
What is causing the fear? <i>What are the associated feelings? e.g. worried, petrified, reluctant</i>	
What is causing the disgust? <i>What are the associated feelings? reluctant, avoidant, cautious</i>	

What is causing the surprise? <i>What are the associated feelings? confused, shocked, panicked</i>	
What is causing the happiness? <i>What are the associated feelings? excited, enthusiastic, engaged</i>	

Conscious behaviours

Behaviours that we choose because they are successful or effective at meeting our needs and/or behaviours that are the result of thought or planning

- Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.
- Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.
- Responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms.
- Responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences.

Below is a checklist to explore whether the behaviour of an individual child or young person is **conscious**.

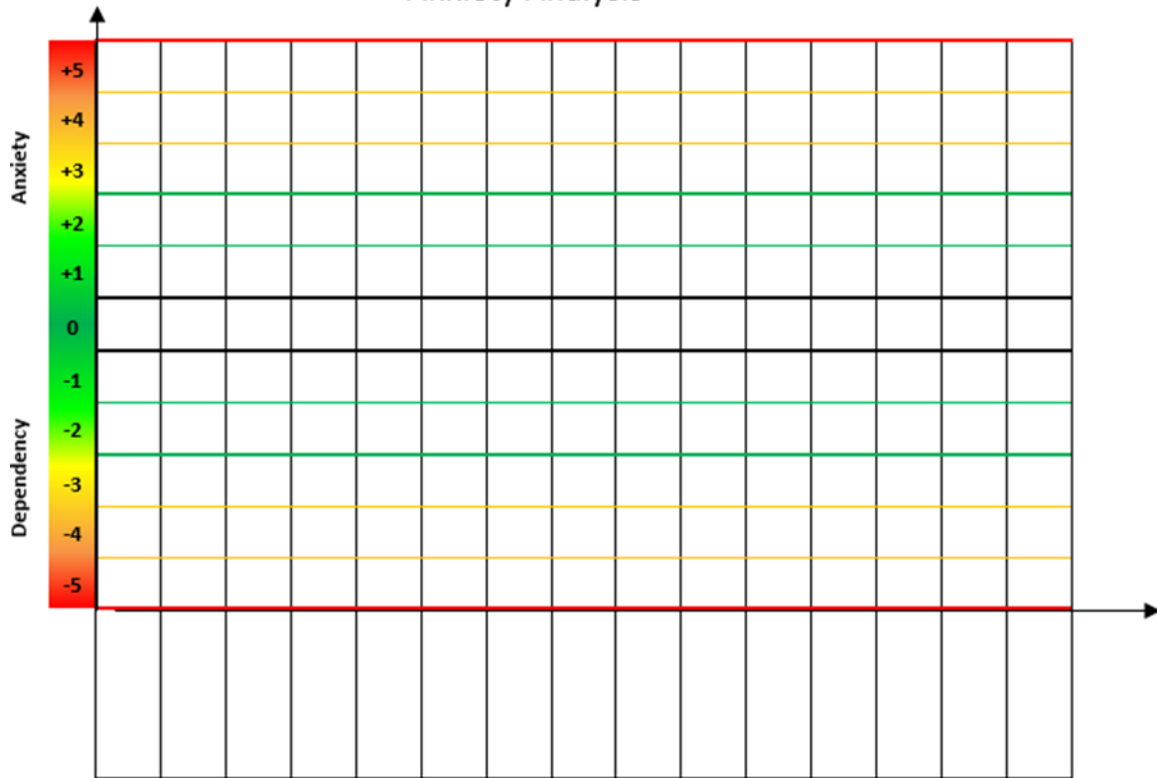
Please use this checklist to explore the behaviour of an individual to acknowledge the relevant motivations for its continued use.

Conscious behaviour Checklist

Question	Detail
What are the perceived gains of the anti-social behaviour?	
Why do they believe that their anti-social behaviour will be successful?	
Why do they believe pro-social behaviour will not be successful?	
Was the expected adult response preferable to their current experience?	
Is the expected adult response motivating their behaviour?	

APPENDIX G – Anxiety Mapping

Anxiety Analysis



Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

Score	Predict Staff/Location/Activity/Peer/Time	Prevent Adaptations (including protective consequences)	Progress Adaptations (including educational consequences)
Increased Anxiety +3 - +5	Unable to cope with: 1. 2. 3. 4. 5.	What will manage the over-anxiety: 1. 2. 3. 4. 5.	How will we teach and monitor the management of over-anxiety: 1. 2. 3. 4. 5.
	Vulnerable to being unable to cope with: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
0			
Increased dependency -3 - -5	Vulnerable to being unable to cope without: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	Unable to cope without: 1. 2. 3. 4.	What will manage the over-dependency: 1. 2. 3. 4.	How will we teach and monitor the reduction of over-dependency: 1. 2. 3. 4.

Each individual factor in column 1 should have a linked response in columns 2 and 3.

APPENDIX H – Therapeutic Tree

Therapeutic Tree

Name:

Year group:

<p>Antisocial / Difficult / Dangerous behaviours</p> <p>Difficult Dangerous</p>	<p>Pro-social behaviours</p> <p><small>What are the small, achievable targets the plan will direct staff to look out for and respond to?</small></p>
<p>Anti-social feelings</p>	<p>Pro-social feelings</p>
<p>Anti-social experiences <small>(Risk factors)</small></p>	<p>Pro-social experiences <small>(Protective factors)</small></p>

APPENDIX I – Steps Risk Reduction Plan

Cambridgeshire Steps Risk Reduction Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro-social/positive behaviour	Strategies to respond
Anxiety/DIFFICULT behaviours	Strategies to respond
Crisis/DANGEROUS behaviours	Strategies to respond
Post-incident recovery and debrief measures	

Signature of plan co-ordinator..... Date

Signature of parent/carer..... Date

Signature of young person..... Date

Appendix J

Restrictive Interventions, Reasonable Force and Seclusion

This appendix forms part of the school's Behaviour Policy and must be read alongside the Safeguarding and Child Protection Policy, SEND Policy and Staff Code of Conduct.

1. Our approach

The school is committed to a culture of safeguarding and belonging, in which pupils are supported to regulate, repair and reconnect.

In line with our commitment to relational approaches, we recognise that behaviour is a form of communication, strong relationships reduce escalation, and pupils are safest when they feel understood and valued.

Restrictive interventions are not behaviour management tools. They are exceptional safety responses, used only where necessary to prevent serious harm.

2. Core principles

Many scenarios can be pre-empted and avoided. In a scenario where a pupil is showing signs of heightened distress, or dysregulation, staff must use de-escalation techniques, refer to individual risk management or behaviour plans, and seek other adult support where possible. Staff should be alert to, and avoid triggers that might escalate pupil distress, and inflame a situation.

Staff should only use restrictive intervention, reasonable force or restraint when a child is at risk of causing physical harm to themselves or others.

Any use of restrictive intervention, reasonable force or restraint must be lawful, necessary, proportionate, respectful and reflective. Where possible, only staff who have been trained in positive handling should engage with any of the above.

Restrictive interventions must never be used as punishment or to secure compliance.

3. Definitions

3.1 Restrictive intervention: Any action that prevents or restricts a pupil's movement, whether physical or non-physical, to reduce immediate risk of harm. These are safety responses, not behaviour management strategies or sanctions.

3.2 Lawful reasonable force: Physical intervention used by staff, to prevent injury, criminal activity, property damage or serious disorder, applying no more force than necessary for the shortest possible time.

This is used to protect, not to punish or enforce compliance.

3.3 Restraint: A non-disciplinary intervention that limits a pupil's movement, with or without physical contact, to reduce immediate risk of harm to themselves or others.

This is not a routine response to challenging behaviour and must not be used to manage behaviour over time.

3.4 Seclusion: A non-disciplinary intervention involving temporarily confining a pupil away from others to manage acute risk to themselves or others during significant emotional or behavioural dysregulation.

This is a safety measure, not a previously agreed provision, sanction or consequence.

3.5 Significant incident: An incident where the use of force goes beyond everyday appropriate physical contact and triggers statutory recording and reporting duties.

4. Lawful use of reasonable force

All members of staff have a legal power to use reasonable force only to prevent injury, criminal activity, property damage or serious disorder.

Any force used must be the minimum necessary, time-limited and responsive to the pupil's age, needs and vulnerabilities. Force must never compromise breathing, circulation or dignity.

5. Seclusion

Seclusion may be used only as a short-term safety measure where a pupil is experiencing acute emotional or behavioural dysregulation and presents an immediate risk of harm to themselves or others.

It is not a disciplinary sanction, must never be enforced through threat or punishment, must take place in a safe and supervised space, and must end as soon as the risk has reduced.

All incidents of seclusion must be recorded and reported. [Insert school name] will record all incidents through internal tracking systems and will log on My Concern. Parents will be informed of any incidents of seclusion through [insert process]

6. Pupils with SEND and additional vulnerabilities

The school recognises that pupils with SEND or disabilities may be disproportionately affected by restrictive interventions.

The school will seek to understand underlying causes of distress, make reasonable adjustments, work collaboratively with pupils and parents, and co-produce behaviour support plans where appropriate.

Each incident must still be judged individually, regardless of any pre-agreed plans.

7. Recording and reporting

The school will ensure that all uses of reasonable force and all incidents of restraint and seclusion are recorded and reported as soon as practicable, normally the same day. Records will include the context, triggers, duration, staff involved, pupil response, and any injury or follow-up actions.

Parents will be informed in writing as soon as practicable, normally the same day.

These duties apply even where restrictive interventions, or use of seclusion are anticipated within a behaviour support plan.

8. Post-incident support and repair

Following any restrictive intervention, the school must ensure appropriate checks where required, support pupil and staff wellbeing, facilitate reflective debrief and relational repair, and review behaviour support plans and preventative strategies.

9. Oversight and assurance

The governing body and Anglian Learning assure compliance with recording and reporting duties, review data for patterns or disproportionality, and seek assurance that practice reflects safeguarding, inclusion and equality duties.

Concerns or complaints will be managed through the school's complaints procedure. Allegations against staff will be managed in line with safeguarding procedures.

Ratification

This appendix was approved by the Governing Body on: 7/05/26

It will be reviewed annually, or sooner if statutory guidance changes.